




## CHANGE YOUR WORLD! PERSUASIVE PSA's

<b>Title</b>	Change Your World! Persuasive PSA's
<b>Subject/Unit/Lesson</b>	Science – Health
<b>Level/Grade</b>	Middle School
<b>Time Frame</b>	Five to six class periods, depending on homework. [1 class period for introducing the assignment and analyzing PSA's, 1 class period to research (and homework). 1 class period to plan their PSA and write a treatment, 1 class period to script their PSA and begin filming. 1 class period to finish taping their PSA. 1 class period to edit their PSA.]
<b>Summary/Abstract</b>	Students can change their world by becoming informed and speaking out on an issue that affects their world. The goal is to build awareness, start a discussion, or change negative behaviors. Students will design a 30-60 second Public Service Announcement related to a health issue/risk (e.g. smoking, alcohol abuse, steroid use by athletes, pollution, obesity, etc.). As their PSA will run on a local cable channel, their PSA must conform to industry guidelines, be polished and professional, and be persuasive.
<b>Tasks/Performance</b>	<ol style="list-style-type: none"><li>1. Explain to students that they will be making a PSA on a health risk/issue topic of their choosing.</li><li>2. As a class, brainstorm a list of possible health issues students face.</li><li>3. Show students several PSA's (using video, print, and radio samples will help the students consider a wider range of styles and techniques). Ask them which ones they like and don't like and why. Ask the students to list the techniques they think the creators of the PSA's are using. Repeat the question above for tone and purpose. (Visit the Ad Council's website <a href="http://www.adcouncil.org/">http://www.adcouncil.org/</a>)</li><li>4. In groups of four, have the students select a health risk/issue for their PSA. They need to also select a purpose (build awareness, reinforce positive beliefs/behavior, change negative behavior, or initiate discussion on a topic) and an audience.</li><li>5. Have students research their topic. One student will search for articles in periodicals, one will use the WWW, one will survey their peers, and one will survey adults.</li><li>6. Students will summarize their findings into 5-10 bullet items describing the most important things to know about their topic.</li><li>7. In pairs, have students brainstorm "tag lines." As a group of four discuss the options and select one to use. Tag lines help people's memory and can add power.</li><li>8. Next, students need to decide how they will grab their viewers' attention (music, visual images, statistics, their tag line or other).</li><li>9. Then, they need to decide what their message will be and how they</li></ol>



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	<p>will convey it (establishing credibility, appealing to logic, appealing to emotions, nostalgia, bandwagon, transfer, humor, sense appeal, statistics, testimonial).</p> <ol style="list-style-type: none"><li>10. Students also need to answer how they intend to get their viewer to act.</li><li>11. The information discussed in steps 6-10 should then be summarized into a treatment. (See attached Treatment Template)</li><li>12. After writing their treatment, the group should script their PSA.</li><li>13. Then, they should tape their PSA following their scripts (if you only have 1 camera, you may want to have 1 group at a time work during lunch, before or after school, or while the class is doing something else).</li><li>14. Students import their video into the computer and edit the PSA according to their scripts.</li><li>15. Students present their finished PSA's to the class and submit them to the local cable channel.</li></ol>
<b>Standards/Outcomes</b>	<p><b>Health:</b></p> <p>Standard 2 – Accessing Information – access valid health information and appropriate health promoting products and services. Standard 7 - Health Advocacy – demonstrate advocacy skills for enhanced personal, family, and community health.</p> <p><b>English Language Arts:</b></p> <p>Standard 1 – All students will read and comprehend general and technical material. Standard 2 - All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. Standard 6. Voice All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. Standard 8. Genre and Craft of Language All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning. Standard 11. Inquiry and Research All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p> <p><b>Technology:</b></p> <p>NETS 4 – Technology communication tools: Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. NETS 5 – Technology research tools: Students use technology to locate, evaluate, and collect information from a variety of sources.</p>
<b>Tools/Resources</b>	Textbooks, periodicals, WWW, spreadsheet, iMovie, DV camcorder, tape.
<b>Assessment</b>	See rubric
<b>Modifications</b>	 Interview health care workers or people affected by the issue.



# Persuasive PSA's

## Scoring Rubric

	Criteria	Developing (1-2 pts)	Proficient (3-4 pts)	Exemplary (5-6 pts)	Score
Plan	<b>Treatment &amp; Script</b>	<ul style="list-style-type: none"> <li>Dialogue sketchy</li> <li>Little thought to shot selection or camera movement</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue complete</li> <li>Thought given to most shot selection s or camera movements</li> </ul>	<ul style="list-style-type: none"> <li>Dialog complete and attention given to "voice"</li> <li>Thought given to all shot selection s or camera movements</li> </ul>	
	<b>Video</b>	<ul style="list-style-type: none"> <li>Sometimes in focus</li> <li>Sometimes steady</li> <li>No camera movement OR excessive movement (panning, zooming, trucking, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Usually in focus</li> <li>Usually steady</li> <li>Pans and zooms are limited and usually purposeful</li> <li>Composition usually follows the rule of thirds</li> </ul>	<ul style="list-style-type: none"> <li>Always in focus (unless purposefully done)</li> <li>Always steady</li> <li>Variety of shot selections and camera movements. Movements are planned, purposeful and provide impact</li> <li>Varied composition (based on rule of thirds)</li> </ul>	
Shoot	<b>Audio</b>	<ul style="list-style-type: none"> <li>Sound sometimes unclear: due to low voices and/or overly loud ambient noise</li> </ul>	<ul style="list-style-type: none"> <li>Sound usually clear, no unintended ambient noise</li> </ul>	<ul style="list-style-type: none"> <li>Sound always clear (unless purposefully done) and ambient noise always appropriate</li> </ul>	
	<b>Lighting</b>	<ul style="list-style-type: none"> <li>Only ambient (available) light is used</li> <li>Many scenes are overly bright or dark</li> </ul>	<ul style="list-style-type: none"> <li>Additional lighting is used as necessary</li> <li>Most scenes have sufficient lighting to tell what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Additional lighting is used to eliminate shadows and glares</li> <li>All scenes have sufficient lighting for viewer to easily see action</li> <li>Vivid colors</li> <li>Innovative use of lighting</li> </ul>	
Edit	<b>Cutting</b>	<ul style="list-style-type: none"> <li>Clips begin and/or end with slack time or in mid action</li> </ul>	<ul style="list-style-type: none"> <li>Most clips edited to remove slack time and to begin and end with thought to action</li> </ul>	<ul style="list-style-type: none"> <li>Clips show no slack time and begin and end with thought to action</li> </ul>	
	<b>Transitions</b>	<ul style="list-style-type: none"> <li>No transitions between clips are used or too many different transitions used without thought to purpose</li> </ul>	<ul style="list-style-type: none"> <li>Basic transitions used (cut and fade) appropriately and other types of transitions usually added as appropriate for the scene</li> </ul>	<ul style="list-style-type: none"> <li>All transitions between clips appropriate, suit the mood and content, and smooth the flow from one scene to the next</li> </ul>	
	<b>Pacing / Continuity</b>	<ul style="list-style-type: none"> <li>Many video clips are too long or too short</li> <li>Tone does not contribute to persuasiveness or is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell the complete story</li> <li>Tone enhances persuasiveness, but there are inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>Variety of pacing and changes fit the "mood" of the content</li> <li>Pacing keeps viewers interested</li> <li>Tone is consistent and enhances persuasiveness</li> </ul>	



# Persuasive PSA's

## Scoring Rubric

Enhance	Titles	<div><div></div>Titles and subtitles unclear due to font, size, or color contrast</div>	<div><div></div>Titles and subtitles usually clear</div> <div><div></div>Used appropriately</div>	<div><div></div>Titles and subtitles always clear</div> <div><div></div>Used appropriately and enhance the story/content</div>	
	Background Music	<div><div></div>Introductory music not in a typical “broadcast” style</div>	<div><div></div>Introductory music in a “broadcast” style but not balanced well (does not match the levels of main audio)</div>	<div><div></div>Introductory music in a “broadcast” style and balanced well (matches the levels of the main audio)</div>	
Content		<div><div></div>Demonstrates little understanding of the elements of persuasion or advertising techniques</div> <div><div></div>Fails to use effective appeals for the target audience. The message is inappropriate and/or ineffective</div> <div><div></div>Demonstrates poor use of visual images. Images fail to have any persuasive effect</div> <div><div></div>Position cannot be determined. Little or no supporting evidence</div> <div><div></div>Appeal to action is either not convincing or realistic</div>	<div><div></div>Demonstrates some understanding of the elements of persuasion or advertising techniques</div> <div><div></div>Shows partial consideration of the target audience and therefore the message is not entirely effective</div> <div><div></div>Demonstrates some effective uses of visual images to communicate the message</div> <div><div></div>Position is implied, but not clearly stated, or is clearly stated but not maintained consistently. Has some supporting evidence</div> <div><div></div>Appeal to action is somewhat convincing and realistic</div>	<div><div></div>PSA demonstrates a thorough understanding of the elements of persuasion or advertising techniques</div> <div><div></div>Shows a thorough analysis of audience and uses appropriate appeals to communicate the message effectively</div> <div><div></div>Demonstrates a powerful use of visual images to communicate the message very effectively</div> <div><div></div>Position is clearly stated, consistently maintained, and has sufficient supporting (accurate) evidence</div> <div><div></div>Appeal to action is thoroughly convincing and realistic</div> <div><div></div>Provides fresh, interesting, or humorous insights</div>	<div>—</div> <div>x 4</div> <div>= —</div>
Creativity		<div><div></div>Little evidence of imagination, creativity, or thoughtfulness</div> <div><div></div>No style or mood is apparent.</div>	<div><div></div>Some evidence of imagination, creativity, or thoughtfulness</div> <div><div></div>Some evidence of thought to style and mood, though may not suit the content</div>	<div><div></div>Thorough evidence of imagination, creativity, or thoughtfulness</div> <div><div></div>Style or mood which suits the content evident</div> <div><div></div>Creative and original</div>	
Total	<div>—</div>				